

California State University San Marcos  
College of Education

**EDMS 512: Elementary Teaching and Learning II**  
**Differentiated Design for All Students**  
**CRN 21389**  
**Spring 2004**

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**Mission Statement of the College of Education**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity and social justice, exemplified through reflective teaching, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

**INFUSION**

**CLAD**

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

**Special Education**

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

**Technology**

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning.

**PREREQUISITES**

Successful completion of EDMS 511, competencies outlined in EDUC 422.

**COURSE DESCRIPTION**

This collaboratively designed two-semester course is an introduction to the teaching and learning of all students. The course accentuates the principles prescribed in the Mission of the College of Education: diversity, educational equity and social justice, reflective teaching, and lifelong learning. The course infuses general and special education standards, and includes web-based components and participation in public schools. The online site may be accessed at [www.courses.csusm.edu](http://www.courses.csusm.edu). Students will be required to do some assignments online.

The following themes are emphasized:

- Structures and Procedures that Promote Learning
- Reflective Practice
- Ways of Learning and Knowing Connected to Practice and Social Commitment
- Differentiated Design
- Teachers as Professionals

## REQUIRED TEXTS AND WEBSITES

1. Choate, J. S. (2000). *Successful inclusive teaching: (3<sup>rd</sup> ed.)*. Needham Heights, MA: Allyn and Bacon.
2. Woo, Valadez, & Marion (2003). *Elementary teaching and learning*. Boston, MA: Pearson Custom Publishing.
3. <http://courses.csusm.edu>
4. Villa, R. and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.
5. Taskstream account – Taskstream.com

## CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all learners
- Assessing student learning
- Developing as a professional educator

## TEACHER PERFORMANCE EXPECTATIONS

Candidates for the Multiple Subjects Credential will:

1. make multiple subject matter comprehensible to all students by planning and designing instruction that reflects an understanding of the state-adopted academic content standards (TPE 1)
2. monitor and support student learning during instruction (TPE 2)
3. use, interpret, and give feedback on formal and informal assessment measures (TPE 3)
4. make content accessible to all learners (TPE 4)
5. ensure the active and equitable engagement of all students in the learning process (TPE 5)
6. employ developmentally appropriate teaching practices to all learners (TPE 6a-d)
7. demonstrate knowledge and understanding of theories, principles, and instructional practices for teaching English language learners, and employ linguistically appropriate teaching practices for English learners (TPE 7)
8. demonstrate the ability to identify and design effective instruction for the needs, abilities, and development of all children and adolescents (TPE 8)
9. demonstrate the ability to use collaboration, referral (e.g., Student Study Team) and referral processes (e.g., IEP, ITP) to ensure the development of appropriate instruction for learners with unique learning characteristics (TPE 9 and TPE 12)
10. plan and design learning experiences for children and adolescents that include goals, strategies, activities, materials, including technology, that coordinate effectively with academic content and the needs, abilities, and development of all children and adolescents (TPE 9)
11. demonstrate the ability to create, maintain, and reflect upon effective environments for student learning by designing a unit plan that includes authentic reference to effective instructional time allocation and instructional time management (TPE 9 and TPE 10)
12. demonstrate the ability to maintain effective social environments for student learning by including positive behavior supports and addressing social and emotional development of students in a classroom management plan (TPE 11)
13. develop as a professional educator by demonstrating their knowledge and understanding of the professional, legal, and ethical obligations of the teaching profession (TPE 12 and TPE 13)

## COE ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible

## ATTENDANCE AND PARTICIPATION

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows: 1. Missing more than 1 class meeting will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

## PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

- Attend all class sessions, be on time, stay for the entire session, and contact the instructor and your class buddy when you must miss all or part of class.
- Use “person-first” language in all written and oral assignments and discussions (e.g., “student with autism” rather than “autistic student”).
- Word process and keep copies of all written work (for use as professional portfolio entries).
- Complete and hand in all assignments on the given due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor know. Any time you have questions or concerns, please contact your instructor immediately.
- Participate in class discussions and group activities, and demonstrate positive interpersonal skills with classmates and guests.

## **SEMESTER TWO CONTENT**

- Ways of Knowing - Social commitment/awareness
- Structures and Procedures – Communication and collaboration
- Differentiated Design - Long-range planning
- Reflective Practice – Teacher as inquirer
- Teacher as Professional – Ethics & Laws / Continuum of professional development

### **Theme I: Ways of Learning and Knowing Connected to Practice and Social Justice**

Teaching as social action  
Social commitment and awareness  
Accommodations for diverse learners  
Grouping and cooperation

### **Theme II: Structures and Procedures that Promote Learning**

The social environment and the democratic classroom  
Creative solution finding  
Being prepared for non-routine events  
Natural support systems

### **Theme III: Differentiated Design**

Long term planning, the big picture over the long haul  
Academic year calendar/plan  
Patterns and rhythms that define the year

Universal design for different needs/styles of learning

Adaptations for all learners

### **Theme IV: Reflective Practice / Metacognition**

Reflective teaching  
Teaching as inquiry  
Teacher research, classroom action research

The social environment  
Family and Community connections

### **Theme V: Teachers as Professionals**

Collaborative Activities and Opportunities  
Professional Ethics and Laws:  
Legal and Ethical Obligations to Students and Families  
Reporting Laws / Special Education Laws  
Continuum of Professional Development  
BTSA  
The Master's Degree  
Special Certifications and Certificates  
Accomplished Teaching:  
National Boards for Professional Teaching Standards NBPTS  
Professional Leadership

## CRITICAL ASSESSEMENT TASKS (CATs)

A number of assignments build toward these four assessment events which span the full year of two courses. These assessment events are connected to assignments for other courses in this program as well. The assignments indicated in *italics* are ones that specifically related to TPE6d: Teaching Special Education Populations in General Education Environments and Standard 14: Preparation to Teach Special Populations in the General Education Classroom.

- **Practice teaching** – two to four opportunities of increasing duration and complexity to “teach” peers, spread across the year and embedding principles and practices under study (Themes I, III, and IV, TPE’s 1, 2, 5, 6A & 6B, 6D, 11, 14)
  - **Practice teaching opportunities, minimum one per semester**
  
- **Long-range planning** – emphasis on big picture construction of curriculum across a school year that begins with the end in mind and illustrates patterns, rhythms, structures, standards and assessments; development of a framework to “drop” units of instruction developed in content courses into (Themes I, III, IV, and TPE’s 2, 3, 4, 6, 9, 10, 14, 15) **1<sup>st</sup> and 2<sup>nd</sup> semester**
  - **Academic year calendar framework completed**
  - *The Student Study Team assignment*
  
- **Solution-finding**– analysis of a series of cases ( one in the fall semester, two in the spring) that present “real” classroom situations (e.g. video clips, written scenarios, stories from classrooms, some may be in our Allyn and Bacon reader) and development of appropriate responses using available resources (Themes I, IV, V, and TPE’s 1, 2, 4, 6, 7, 8) **one case in the 1<sup>st</sup> semester, two cases in the 2<sup>nd</sup>**
  - **Two case analyses**
  - *The Teacher’s Role in the IEP Process assignment*
  
- **Professional development** – Development of a professional portfolio framework with a number of required entries that may include the following: a philosophy statement, response to cultural plunge, sample lesson plan, year-long plan framework, professional journal article review, reflections on a board meeting, reflections on commitments to social justice, plans for ongoing development, service learning involvement, evidence of collaboration, etc.) Entries align with TPE’s and demonstrate accomplishment in these areas (Themes II, V, and TPE’s 12, 13) **Introduced in the first semester, framework started; framework finished in the 2<sup>nd</sup> semester and projects will be added**
  - *Refining Philosophy of Teaching assignment*
  - *Philosophy in Action assignment*

## COURSE ASSIGNMENTS

Student Study Team Assignment	20 points written 10 points presentation
IEP Process Assignment	15 points
Philosophy Statement	15 points
Philosophy in Action	10 points
Interview Participation	10 points
Attendance/Participation/Reflective Journal	20 points

## GRADING POLICY

**Grading Scale:** A=95+; A-=89-94; B+=83-88; B=77-82; B-=71-76; C+=65-70; C=59-64; D=53-58; F=52 or lower.

**Submission Schedule:** Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

**Grading Emphasis:** Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or other guides to citation.

**Course Outline**  
(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Assignment
Session 1/2 1/26/03	Introduction/Course Overview Community Building-Classroom Walls  Revisit standards – CSTP, Student teaching reflection  Activity - Teaching philosophy Activity – Turning philosophy of teaching into action for change Demonstration lesson	Choate: Chapter 3 Villa: Chapters 3 & 4 – Jigsaw Teaching philosophy statement from EDUC 350
Session 3 2/2/03	Student Study Team Introduction Demonstration lesson Video Case analysis #1 Preview IEP Assignment Revision of teaching philosophy Year long planning activity	Choate: pp. 1-17, Chapters 1 & 16 Villa: Chapters 1, 2, 3 & 7 SST Lecturette IEP Lecturette
Session 4 2/9/03	Structures and Procedures That Promote Learning – Motivation and Planning Demonstration lesson <b>Turning philosophy of teaching into action for change DUE</b>	Woo et.al.: Ch. 10 – Motivation in Learning and Teaching
Session 5 2/16/03	Ways of Knowing Connected to Practice – Human Reasoning Differentiated Designs - Assessment Demonstration Lesson <b>IEP Assignment DUE</b>	Woo et.al.: Ch. 9 – Assessing Reasoning Proficiency Ch. 10 – Performance Assessment of Skills and Products
Session 6 2/25/03	Reflective Practice – Multiple ways of knowing students and families Demonstration Lesson <b>3 Month Plan DUE</b>	Woo et. al.: Ch. 5 – Renavigating the waters Wells: Valley of the Blind (handout)
Session 7 3/1/03	<b>SST Presentations</b> <b>SST assignment DUE</b> Demonstration lesson	No readings
Session 8 3/8/03	Guest Speaker: Diana Sanchez District Packets	No readings



## CROSS-CULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>Culture</b>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development and <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	<b>act</b>
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

CLAD Competencies addressed in this course:

- \*Test 1, II, B1-(Language Structure and First-And Second-Language Development) Theories and Factors in L1 and L2 Language Development. Psychological factors affecting L1 and L2 Development.
- \*Test 2, I, A4-(Methodology of Bilingual, English Language Development and Content Instruction) The relationship between teacher expectations and student achievement.
- \*Test 2, I, C2-Classroom organization
- \*Test 2, II, A – (Theories and Methods for Instruction in and Through English) Teacher delivery for both English language development, and content instruction.
- \*Test 2, II, C –Approaches with a focus on content area instruction (SDAIE)
- \*Test 2, III, A & B-C- (Language and Content Area Assessment)-Purpose, Methods and State Mandates
- \*Test 2, III, D1, D2b, D2c, 3, E-Limitations of Assessment
- \*Test 3, II, A4-(Culture and Cultural Diversity) Manifestations of Culture: Learning about Students-Learning Styles
- \*Test 3, II, B & C-How teachers can learn about their students & How teachers can use what they learn about their students (culturally responsive pedagogy)
- \*Test 3, III, C & D- (Cultural Contact) The dynamics of prejudice and strategies for conflict resolution.

## Refining Philosophy of Teaching

EDMS 512

Learner Outcomes: Refinement of a personal philosophy of teaching

Assessment: Word processed philosophy of teaching statement and 1-page credo

Resource(s):	Title and necessary information:
Textbook/pages	<p>Villa, R. A. &amp; Thousand, J. S. (1995). <u>Creating an inclusive school</u>. Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, &amp; 7</p> <p>Choate, J.(2000). Basic principles of inclusive instruction. In J.S. Choate (Ed.) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3<sup>rd</sup> ed.) Boston: Allyn &amp; Bacon. Chapters 1 &amp; 16</p>

### TASK and GUIDELINES

#### Preparation

1. Carefully read or re-read the following chapters and “voices.”

Villa, R. A. & Thousand, J. S. (1995). Creating an inclusive school. Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, & 7

Choate, J.(2000). Basic principles of inclusive instruction. In J.S. Choate (Ed.) Successful inclusive teaching: Proven ways to detect and correct special needs (3<sup>rd</sup> ed.) Boston: Allyn & Bacon. Chapters 1 & 16

2. Read carefully your personal philosophy of teaching statement and credo you formulated during your EDUC 350 class. If you did not attend CSUSM for the EDUC 350 equivalency, you will need to also complete the philosophy activity completed by EDUC 350 in the first semester (i.e., EDMS 521) of this EDMS 521 & 522 sequence.

#### Reflection and Applications

Given these and other additional readings and the cumulative teaching experiences and learnings you have had since the last revision of your philosophy statement, reflect on the following questions. How have the answers changed?

1. What is my guiding theoretical framework for teaching and learning? How do individuals learn? What framework will allow me to differentiate and include ALL students?
2. What is my commitment to inclusion and multicultural education? How will I teach for social justice?
3. What will my management/discipline plan look like? What are the guiding social principles for my classroom community?
4. What kind of relationships will I build with parents/family members? How will I listen and communicate with them?

5. How will I maintain my own professional development? How will I become a member of my grade/school community?

Now consider the answers to these questions as a set and revise your philosophy of teaching essay once again. Read your statements aloud to yourself and at least one friend to be sure you truly communicate your heartfelt beliefs and convictions. Your criteria for success are at least the following: 1) no more words can be cut, and 2) an oral reading convinces YOU fully of the soundness of your philosophy.

The essay should be a concise expression of personal philosophy of teaching given your view of the social context of schooling for 21<sup>st</sup> century multicultural society. This response should be no less than 2 and no more than 3 pages in length. When completed, construct a one-page credo or mission statement. Keep your revised philosophy statement and credo where you can refer to it often. Use them to guide to organization of a professional portfolio.

## Turning Philosophy of Teaching into Action for Change

EDMS 512

**Learner Outcomes:** Apply a “Complex Change” model to identify action for promoting supported inclusive and multicultural educational experiences in schooling

**Assessment:** A written personal action plan for promoting supported inclusive and multicultural educational experiences in schooling which includes 5 actions in each of the five areas of the “Complex Change” model presented in Chapter 4 of the Villa and Thousand text.

Resource(s):	Title and necessary information:
Textbook/pages	Villa, R. A. & Thousand, J. S. (1995). <u>Creating an inclusive school</u> . Alexandria, VA: Association for Supervision and Curriculum Development.  Chapters 3 & 4  Choate, J. (2000). Basic principles of inclusive instruction. In J.S. Choate (Ed.) <u>successful inclusive teaching: Proven ways to detect and correct special needs</u> (3 <sup>rd</sup> ed.) Boston: Allyn & Bacon.  Chapter 3

### TASK and GUIDELINES

**Preparation**

Read carefully the following chapters

Villa, R. A. & Thousand, J. S. (1995). Creating an inclusive school. Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 3 & 4

Choate, J. (2000). Basic principles of inclusive instruction. In J.S. Choate (Ed.) Successful inclusive teaching: Proven ways to detect and correct special needs (3<sup>rd</sup> ed.) Boston: Allyn & Bacon. Chapter 3

**Reflection and Application**

For each of the five factors in managing complex change presented in Figure 4.2 on page 58 of the Villa and Thousand text, identify 5 actions that you can commit to taking to promote supported inclusive and multicultural educational experiences for students with disabilities and other language and learning differences. Be sure that your 25 proposed actions are congruent with the characteristics of your school, the needs of your professional colleagues, the needs of your students and families, and your own characteristics, strengths, talents, and needs. Your response will be used to help you develop your own professional development plan in your Level II activities after you graduate and are working in the field.

## Student Study Team (SST) Process

### EDMS 512

**Learner Outcomes:** Knowledge and skills in conducting and participating in the Student Study Team general education pre-referral process

**Assessment:** Teacher candidates apply their knowledge of the SST processes for avoiding special education referral by participating in a simulation of an SST meeting regarding a child with a selected classroom challenge.

Teacher candidates create an annotated bibliography of articles and Web sites that provide information about the student’s challenge and strategies for supporting the student to be successful in the class

Resource(s):	Title and necessary information:
Textbook/pages	Choate, J.S. (2000) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3 <sup>rd</sup> ed.), pp 1-17. Boston: Allyn & Bacon. (ISBN 0-205-30621-7)  Chapter 16
Supplemental Print Material	SST Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education  SST format and examples
Video/segment	Video Segment # 1 “Promoting Success for All Students” <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)  Video Segment # 3 “Working Together – The Collaborative Process” <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)
Internet Site(s)	WebCT sites for online CSUSM EDUC 501 course

## TASK AND GUIDELINES

### Context

The Student Study Team (SST) process is a general education function and general education teacher responsibility. It is a state-mandated prevention and intervention process and structure that must exist at every California school. The SST process is designed to address students’ learning needs PRIOR to even thinking about referral for special education assessment. Some disabilities are more obvious and present themselves prior to school entry. Other high incident disabilities such as learning disabilities (e.g., language, mathematics, written expression) often develop in response to academic demands. Further, there are a great many children without disabilities who struggle in school because English is not their first language or because the instructional approaches used by their teachers do not match their learning styles (i.e., preferred areas of Multiple Intelligences). Most students respond positively when their classroom teachers seeks ideas and support from professional peers through the SST process.

### Objectives

The objectives of having you participate in a mock SST meeting are to give you the opportunity to:

- demonstrate effective use of the SST model
- demonstrate the various roles of the SST members
- examine support options for students based upon their unique individual characteristics
- demonstrate the use of prereferral strategies as the preferred response (over formal special education referral) to resolve problems

- clarify the initial procedures involved in identifying students for special education support

**Preparation**

- Read the SST Lecturette and Chapter 16 of Choate.
- Visit the SST examples on the EDUC 501 WebCT site
- Study the examples of the SST format provided in class
- Watch the video segments #1 and #3 of the Inclusion Series that models the SST process and the elements of effective collaborative teaming.
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**Assignment Description**

Each class member will be assigned to an SST team of 5 members. Each member of the group will fulfill one of the following roles and the corresponding assigned tasks.

<u>Role</u>	<u>Extra Task</u>
PREVIOUS TEACHER	SST SUMMARY SHEET
PARENT	DISABILITY DATA SHEET
CURRENT TEACHER	TEAM BINDER & COVERSHEET
RESOURCE SPECIALIST	FACILITATOR
ADMINISTRATOR	RECORDER

The task of the team is to “create” a child and circumstance in that child’s life that would lead up to a Student Study Team meeting. Following the reading of article related to the suspected disability or challenge experienced by the child, your team will plan and rehearse for an SST meeting that will be presented to the entire class.

This presentation will be a “process” evaluation presentation. This means that the team will receive additional instruction and feedback during the presentation, as needed. It is expected that by participating in and observing others performing a mock SST meeting that you will be better prepared to participate in them as a professional.

Your SST team will also create a binder that will be presented to the instructor at the time of the presentation. Included in the binder will be the following:

- Cover page with the SST title that suggests the student’s area of difficulty or suspected disability along with the team members’ names with assigned roles.
- Data page of observed characteristics of the student’s behavior and learning or behavioral challenges, how the child’s characteristics affects school performance, and possible strategies for supporting the student.
- A copy of the SST Summary Sheet with each column filled out in items that will be covered in the of SST roleplay
- Five annotated bibliographies per team member of articles and web sites that provide information about the challenging student characteristic and strategies for supporting the student. Bind the bibliographies by team member, alphabetically ordering the clusters of five annotations by team members’ last name’s first letter. Each annotation is to include a starting paragraph that briefly summarizes the article. A second paragraph will summarize your reaction (e.g., interesting new information, conflicting perspectives, challenging point) to the article. Use APA format in referencing the article or web site.
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As an example:

Kluth, P., Villa, R., & Thousand, J. (Dec. 2001/Jan 2002) ‘Our school doesn’t offer inclusion’ and other legal blunders. Educational Leadership, 59 (4), 24 - 27.

## **Student Study Team (SST) Lecturette**

Jacqueline Thousand

The purpose of this lecturette is to provide you with a context and framework for effectively participating as a member of your school's site-based Student Study Team, known throughout California and referred to in the remainder of this lecturette as an "SST." California was one of the first states in the union to mandate that each school establish a working team, the SST, to examine the challenges and needs of individual students who are not experiencing success in general education for one reason or another. All too often the reaction to a student's classroom difficulty is to refer the student for special educational assessment and services. This is not an appropriate action of first course. In fact, referral is an action of last course, following demonstrated efforts to develop individualized supports to promote student success. Remember your examination of IDEA and other special education related laws during Stage 2 of your studies? Part of the IDEA legal requirements is that all feasible alternative to ensure that all feasible alternative educational methods have been employed in general education before any consideration is made to refer students for special education assessment.

An SST is a forum for melding the collective knowledge and wisdom of educators, family members, other support personnel (and, when possible, the student of concern) to craft creative ways in which to ensure a student's success in general education. The overarching goals of any team are to a) support and empower classroom teachers to effectively respond to students' unique learning, social, and behavioral characteristics and b) avoid special education referral. You should know that time analysis studies have found that the special education referral and eligibility determination process for one student can take up to 40 hours of educator's observation, assessment, and meeting time. And in many cases, after all of this time and effort, a student may not meet eligibility criteria. So, it is worth it to take advantage of the SST structure to plan and carry out ways for providing a student assistance while remaining in the special education classroom.

### **What Does a Student Study Team Look Like and What Does the Team Do?**

Probably the most important think for you to remember about a Student Study Team (SST) is that is is NOT a special education function. Instead, an SST represents a total school committment to student success through individual reviews of student needs and implementation of individualized strategies for promoting success in general education. In some school districts, Student Study Teams have been renamed "Student SUCCESS Team" in order to capture the spirit as well as the letter of the law!

An effective SST has at least the following characteristics:

- \* The SST meets regularly, uses a structured meeting form, insures attendance of relevant team members, and maintains an on-going record of decisions, recommended interventions, and outcomes of interventions.
- \* The SST includes the parent(s) or guardian(s) and all appropriate site personnel and program resources. The student is included whenever it is deemed appropriate and possible.
- \* The SST capitalizes upon the local resources of school site staff and other distiect and communit resources, as needed, for professional growth and staff development.
- \* The SST considers student learning, social/emotional, and/or behavior challenges and generates, prioritizes, and selects strategies for implementation. A concrete plan of action is an outcome of each SST meeting.
- \* Member of the SST provide assistance, consultation, and peer coaching to the classroom teacher(s) who are invovled with the student of concern.

- \* SST members take advantage of effective teamwork and concentrated action to improve student performance.
- \* The composition of an SST is a balance between members who are most familiar student and a standing core of members who have been elected or appointed as members who have knowledge and experience to design interventions and alternative educational strategies for promoting student success. Because of their knowledge of the student, the student's parent(s) or guardian(s) and the teacher referring the student are always members of the SST. If the person making the referral is not the student's classroom teacher, the classroom teacher as well as the referring person join as team members.

### **More on the Composition of the Student Study Team**

As previously mentioned, each school in California has a standing Student Study Team that has a core membership which meets on a regularly scheduled basis to generate strategies to support referred students. Typically an SST does not exceed six in number, with the core membership being a school administrator or administrative designee and one to three additional core members who may be classroom teachers, the school nurse, a communication specialist (i.e., the leanguage, speech, and hearing specialist), a bilingual teacher, a Title I teacher, a counselor, a special educator (e.g., resource teacher, program specialist, behavior specialist), or a psychologist.

The SST changes its composition for each target student to include the referring teacher, the parent(s)/guardian(s), the student (when possible and deemed appropriate) and those others beyond the core who are considered best equipped to develop effective strategies for the student. Below are descriptions of the potential responsibilities individuals in various roles might take as members of an SST. These descriptions are not meant to be prescriptive, as each school has discretion as to how the SST will operate and the roles each person will fulfill. Just remember that each professional in your school (yourself included) has unique talents, backgrounds, interests, experiences, and relationships with students that might make him or her an invaluable member of a particular student's SST.

### **Potential Roles and Responsibilities of SST Members**

School Administrator/Designee	Convenes and “chairs” the meeting, coordinates the school rosources, provides direction and support to team.
Referring Teacher	Provides information on concern(s) regarding the student,gathers complete data regarding student and concern,implements intervention strategies and keeps data on intervention success or lack thereof, brings knowledge of the curriculum and behavioral expecations of students, suggests educational strategies.
Parent(s)/Guardians	Provides information regarding the student's interests, extracurricular activities, daily living and socialation skills, and other pertinent background information such as medical background. Shares family concerns, provides information related to concern observed in home and community, participates in carrying out strategies jointly developed in the SST meeting
Teacher Members	Brings knowledge of the curriculum, effective instructional and behavior management strategies; brainstorms educational strategies and interventions; provides support to referring teacher; often has a history with the student (e.g., former teacher).



Student Shares feelings, concerns, progress; participates in the decision making; receives support and assistance from adults in taking some responsibility for change. (Recommended for 3rd/4th grade and older students)

**Other persons as needed:**

Counselor	Gathers complete information regarding student and concern; coordinates long-term information regarding student performance in all classes and outside agency contacts; may assist parent and/or student in preparing for the meeting; brainstorms interventions and supports; provides resources for counseling-related issues.
School Nurse	Provides resources health and/or medical issues
Psychologist	Provides resources for formal or informal screening, observations, academic or behavioral interventions, monitoring of student progress, and counseling when appropriate.
Resource Specialist/ Special Educator	Provides resource information for informal screenings, observations, academic and behavioral management interventions
Language, Speech & Hearing Specialist	Provides resources for screening of speech or language concerns, offers intervention strategies and materials to assist the classroom teacher to carry out suggested strategies.
Others (e.g., Reading Specialist, Bilingual Teacher)	Participation is based upon the reason for referral and learner characteristics (e.g., English language learner). Provides another point of view in problem solving process; knows local resources and student population.

**Specific Responsibilities of Designated SST Roles**

Each SST meeting requires a facilitator/chairperson and public recorder to fulfill the following responsibilities. The facilitator will also ask someone to serve as a timekeeper and someone to serve as the “seat recorder,” the person who copies on a regular-sized piece of paper the public recorder recorded on chart paper or a blackboard/wipeboard by the recorder. If at all possible, none of these four roles should be assigned to the referring teacher, the parent(s), or the student, as these team members need to focus their full attention on the Student Study Team process.

**BEFORE THE MEETING:**

Facilitator Responsibilities:

- Coordinates logistics before & after meeting
- Notifies members of time, place, & students being discussed on board or easel paper
- Ensures parent and student are prepared
- Knows available resources and how to access them
- Assumes ultimate responsibilities for group decision

Recorder Responsibilities:

## **DURING THE MEETING:**

### Facilitator Responsibilities

- Makes corrections non-defensively
- Role is to facilitate, not present information
- Stands in front of the group
- Accountable for time, appoints timekeeper
- Helps recorder take accurate notes
- Checks for meaning and understanding
- Encourages input from all members
- Keeps team focused on task
- Asks for specifics to clarify generalities
- Is positive, compliments group members
- Models and encourages nonjudgemental contributions
- Diffuses emotionally charged statements
- Helps team find win/win solutions

### Recorder Responsibilities

- Listens carefully for the key words and records key words and ideas
- Organizes input into appropriate categories
- Writes quickly and legibly
- Shortens, abbreviates
- Isn't afraid to misspell
- Uses color as visual aid
- Uses circles and arrows to connect related information

The referring teacher also has a set of responsibilities in preparation for the SST meeting. Other team members expect the teacher to bring background information such as the student's cumulative folder with information regarding parent contacts, any previous test data, any hearing and vision screening results, recent work samples in various academic domains (e.g., reading, math, language). The referring teacher also should be prepared to discuss a) the reason(s) for referral and a specific statement of the concern(s), b) student strengths in academic and classroom behavior (e.g., good in math, loves to do handwriting, enjoys art, good in sports, very cooperative, willing to please, chosen by classmates to be a leader), and c) specific non-strength (e.g., difficult time reading textbooks, not able to phonetically sound out words, does not complete work or turn it in, talks during individual work time). It is important that the referring teacher comes with positive observations regarding the student; it builds trust and demonstrates genuine concern for the student being referred. In preparation for the meeting, the referring teacher may find it helpful to fill out the Strengths, Known Modifications (i.e., what the teacher has already tried with regard to the area of concern), as well as the Concerns columns of the SST Summary form (which is described in the next section).

All team members, whether or not they have a specific role (e.g., "seat recorder," timekeeper), should observe the norms of effective team participation. Namely, all members should a) listen to and respects to other team members, b) helps recorder accurately record contributions, c) stays on task and focuses on each of the columns of the Student Summary form as each column is addressed, d) serves as timekeeper as needed, e) comes prepared with information on the student, f) avoids side conversation, g) takes responsibility for all agreed upon actions, and, if asked, h) serve as the "seat recorder" who copies the SST Summary Sheet information on a regular-sized piece of paper.

## **What are the Steps of the Student Study Team Process?**

### **Step 1. Pre-SST Interventions Have Been Tried and Have Not Been Successful**

Regardless of who expresses the initial concern about a student (teacher, parent, counselor, other school personnel), efforts must be made and documented that the teacher has met with an initial "screening" team to develop and implement an intervention plan. This initial team meeting, sometimes called a "triad" meeting, involves the referring teacher and two other colleagues (e.g., a trusted teacher colleague, counselor, special education or related services resource person, site administrator).

If the intervention is successful, there is no need for an SST referral. If data indicates that the intervention is not successful, the screening team may meet again to adjust the intervention, implement the modified intervention, and monitor student progress. The teacher may also decide to make a referral to the Student Study Team through the SST coordinator.

### Step 2. Referral of a student for study by the SST

The teacher makes a referral to the SST through the SST coordinator, who sets up an SST team meeting. Many schools have a regularly scheduled SST meeting time, location, and date (e.g., Wednesdays between 7:30 am and 8:15 am in the guidance office).

### Step 3. Parent Invitation and Meeting Arranged

The SST Coordinator invites the parent(s), student, core team members, and other resource persons who are deemed as important extended team members for the student. The teacher may invite the parent, if that is determined to be more appropriate. The coordinator requests that participants gather relevant information, records of student performance, and so forth (see coordinator's responsibilities above).

### Step 4. Team Meets and Follow-Up Date is Set

The team meets using a structured format that parallels the columns of the Student Study Team Summary format. The SST Summary format is very useful in guiding the team to systematically (in this order):

- 1) identify student strengths,
- 2) identify concerns (note that this is out of order on the SST Summary form,
- 3) identify known information about the student's history and performance,
- 4) identify known modification tried in the past (by the current and past teachers) that were success (place a "+" next to the modification) and/or unsuccessful (place a "-" next to the modification,
- 5) brainstorm possible interventions and strategies,
- 6) select and prioritize at least two or three actions to be taken from the brainstormed list,
- 7) assign at least one person to be responsible for each action,
- 8) determine a specific date by which each action will be initiated and complete, and
- 9) setting a follow-up meeting between three and six weeks from the date of the current SST meeting.

Any questions that come up that cannot be answered at the meeting (e.g., ruling out the possibility of ADD through a medical diagnosis) are recorded as they arise in the Questions column. This acknowledges the concern and provides a record of this to possibly examine outside of the meeting.

This is an ideal time to view the video, "Promoting Success for All Students," the first segment of The Inclusion Series. As previously noted, the majority of this segment is devoted to the SST process. It illustrates what an SST meeting might look and feel like. Further, it illustrates that sometimes things are not perfect, when it comes to the SST process. As you view the video, you will notice that that parent(s) are missing from the meeting. This is contrary to everything that you have been taught thus far through this lecturette and the web sites about the critical involvement of parents. It, in fact, is a best practice to do every thing possible to enable the parent(s) or guardian(s) to attend SST meetings. In reality, this does not always happen, as this video illustrates.

Also, you will notice that the student is not present at the SST meeting. Again, it is a best practice to involve the student if the family and team feels it is appropriate. Note that, as a general rule of thumb, students who are in 3rd or 4th grade and above are considered old enough to participate in an SST. Participation, of course, is up to the discretion of the team.

### Step 5. Interventions Implemented and Monitored

Interventions are carried out by the designated persons identified in the “Persons Responsible” column of the SST Summary. Any one at the meeting may be designated to carry out a component of the action plan. It is important that data regarding student performance and behavior is collected throughout implementation to determine the effectiveness of the intervention(s). Success also will depend upon the “integrity” with which the interventions were executed (i.e., did people really do what they agreed to do in the way in which it was designed?).

#### **Step 6. Follow-Up Meeting to Determine Intervention Success**

The SST reconvenes on the predetermined follow-up date. The purpose of this follow-up meeting is to examine how well the interventions were carried out and how effective the interventions were in achieving their desired outcomes for the student.

If the intervention is successful, there is no need for the SST to convene again; the student continues in the intervention program. If data indicates that the student is not experiencing success, the team then adjusts the intervention and/or formulates new interventions, sets a new follow-up date, implements the modifications, monitors the implementation, and reconvenes on the follow-up date. This cycle may be repeated as many times as the team sees necessary. The team may decide it is necessary to invite additional different team members who have the needed expertise to enhance the team's problem solving capacity. The team at some point may decide a referral to special education is appropriate and necessary. In such cases, the Coordinator/Facilitator ensures that the process for referral and nondiscriminatory assessment is initiated. In Stage 4 of your program, you will study in depth the special education referral and individualized program development process. You will get to know more about the student referral and eligibility procedures when you study the Classroom Teacher's Role in the Individual Education Program (IEP) process.

#### **How Does My School Operate Its SST Process?**

In this lecturette, you have been offered tips and structured procedures for ensuring the best use of the SST process to support students and classroom teachers. Each school district and school in California has some degree of freedom as to exactly how the SST process is conducted. Therefore, the SST process you see and experience in your school may look and feel different from what you saw in the video and have read about in this lecturette and on the web. This is perfectly O.K., as long as, for as a student's first SST, the meeting does not look or feel like a special education referral. Remember that the SST process is a general education function intended to reduce the probability of and need for special education referral.

Each school in California also has developed or adopted a number of forms which are used by the team to ensure that the necessary information that is needed is gathered and communicated. Among the forms used are at least the following:

- \* A Documentation of Modifications form for documenting exactly what changes have been tried and the results of the modifications. The modifications may be to the environment (e.g., seating arrangement, change in class schedule), curriculum and instruction (e.g., shorter assignments, tutoring, large print), or behavior supports (e.g., contracts, daily reports, parent contact). The form may be used to document interventions made prior to a student's referral to the SST. It may also be used to document interventions suggested by and carried out by members of the SST.
- \* An SST Referral Form which included the reason for referral, background information such as the prior support services provided, social service agency involvement, language spoken in the home, and known health issues.
- \* A Teacher Notification of SST Meeting form which indicates who the student is, the area(s) of concern, and the time, location, and date of the meeting.
- \* A form for summarizing meeting notes such as the SST Summary form (see “sample1.gif” and Sample2.gif for an example).

One of your professional responsibilities as an educator is to know your support resources and how to access them. Thus, if you don't already know everything about your school's Student Study Team, find out who chairs/facilitates your SST, who else is on the "core" team, how team membership is determined (e.g., elected, appointed), when and how often the team meets, and how successful the SST process has been at avoiding special education referrals. Locate and keep in your professional files the forms used to communicate information, document outcomes, and monitor interventions. Finally, be sure to use the SST process when you have been unsuccessful in problem solving for a particular student on your own. We all know from experience that two heads are better than one; five or six are even better!

## The Teacher's Role in Special Education – The IEP Process

EDMS 512

**Learner Outcomes:** Knowledge of nondiscriminatory assessment, processes for making a child eligible for special education, and the teacher's role in developing IEPs

**Assessment:** Students apply their knowledge of nondiscriminatory assessment, processes for making a child eligible for special education, and the teacher's role in developing IEP by

- 1) creating their own "Best Practices in the IEP Process Checklist" and use the checklist to assess the IEP process employed in the student's school;
- 2) creating a resource list of the special education and related services personnel in the school and in the school district upon whom they can call.
- 3) Evaluating the assessment process in their school relative to assessment team member responsibilities, identifying learnings about the school's assessment processes and suggestions for improvement, if appropriate.
- 4) Evaluating an IEP meeting in terms of team communication, creative problem solving, and family centeredness.

Resource(s):	Title and necessary information:
Textbook/pages	Gable, R.A. and Hendrickson, J.M. (2000). Teaching all the students: A mandate for educators. In J.S. Choate (Ed.) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3 <sup>rd</sup> ed.), pp 1-17. Boston: Allyn & Bacon. (ISBN 0-205-30621-7)  Chapter 1
Supplemental Print Material	Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education
Video/segment	Video Segment # 2 "Working Together: The IEP <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)
Internet Site(s)	<a href="http://www.dssc.org/frc/frcl.htm">www.dssc.org/frc/frcl.htm</a> This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information.  <a href="http://www.ed.gov/offices/OSERS/IDEA">www.ed.gov/offices/OSERS/IDEA</a> This OSERS IDEA Home Page site provides a detailed explanation of IDEA.  <a href="http://www.pitsco.com/pitsco/specialed.html">www.pitsco.com/pitsco/specialed.html</a> This Pitsco's Launch site to special education resources links you to many useful special education and disability related sites.  <a href="http://www.hood.edu/seri/serihome.htm">www.hood.edu/seri/serihome.htm</a> This Special Education Resources on the Internet site is a collection of internet-accessible information resources of interest to those involved in fields related to special education.

## TASK and GUIDELINES

As a classroom teacher, you will have students with identified disabilities in your classroom. You will be asked to be part of the process for identifying the needed supports to ensure students' success; and you may be the first one to refer a student for study by the Student Study Team, in an effort to meet the student's needs without a special education referral. There will be occasions when the problem solving that occurs through the SST process will not yield the kind of success that satisfies you, the SST members, the family of the student, or the student. In those cases, you will be involved in the special education assessment and program development process. The purpose of the following lecturette, the video, and the activities that follow the reading of the lecturette and the viewing of the video is to make you comfortable with the special education assessment and Individual Education Program (IEP) development process for a student. You are an absolutely critical person in the educational life of students who do become eligible for special education for you are their access to the general education curriculum and their lifeline to the mainstream of educational and social life in school.

The Education Law and Diversity activities in which you engaged in your EDUC 350 class (for those of you who attended CSUSM briefly introduced you to legislation (i.e., IDEA) and court cases as well as critical components of effective special education support. Feel free to go back and examine the legal aspects that are the foundation of the special education process. The Student Study Team activities in which you engage as part of your Teaching and Learning course illustrates the first steps of the special education process; that is, the demonstration that accommodations and modifications been tried PRIOR to considering referral for special education assessment. The focus of this lecturette is on how educators implement two fundamental principles of the federal law, the Individuals with Disabilities Act (IDEA), namely, 1) nondiscriminatory evaluation and 2) appropriate education.

You will be using all of the information in the lecturette to assess eligibility and IEP development practices at your school site. As you read the following, create a personal list of "Best Practices in Assessment and IEP Development."

### Lecturette

#### **Nondiscriminatory Evaluation: Screening, Pre-Referral, and Referral**

Nondiscriminatory evaluation has two purposes: a) to determine whether a student has a disability and b) to decide the nature of the special education and related services the student needs. To achieve these purposes, four steps must be followed. First, **screening** involves a look at all students to determine which students might need further testing to determine whether they qualify for special supports. Screening includes group achievement tests given by classroom teachers and vision and hearing tests routinely given by the school nurse. **Pre-referral** is the second step in the process. In California, the Student Study Team process is the mandated pre-referral process all schools must employ before considering referral for more intensive services through special education. It is critical during the SST process to distinguish cultural and language differences that arise from a student's background from genuine learning problems, as students with cultural and linguistic differences are inappropriately over-identified as having disabilities. **Referral** for special education evaluation occurs after previous screening and pre-referral steps have been taken. The request for an evaluation, or referral, involves the teacher, SST team member, or parent(s) submitting a formal written request for a student to receive a full and formal nondiscriminatory evaluation. Referral forms typically ask for specific and comprehensive information about the student including a) any screening information, b) the areas of educational concern that prompted the pre-referral (SST) interventions, c) the nature of the SST interventions and the results achieved, and d) any concerns expressed by the student or the student's family (e.g., self-esteem, depression).

The fourth step in nondiscriminatory evaluation is to, in fact, assess to answer the two questions: a) Does the student have a disability?, and b) If so, what is the nature of the specially designed instruction and

related services the student needs? As a classroom teacher, you need to know that there are a complex set of procedures and standards that all professionals must follow to safeguard against making a mistake by a) placing a student in special education when s/he should not be, b) failing to make a student eligible when s/he should be, or c) misclassifying a student as having one type of exceptionality when in fact the student has another. Because evaluation has such a significant impact on students and their families, a team rather than an individual is responsible for administering a nondiscriminatory evaluation to determine if a student qualifies for special education. This team, known as the **evaluation team**, is responsible for ensuring the nondiscriminatory evaluation procedures and standards outlined below. If you are the classroom teacher on an evaluation team, these are your and everyone else's responsibilities.

#### I. Breadth of Assessment

- A. More than one test; no single procedure may be used as the basis of evaluation
- B. Variety in assessment tools and strategies
- C. Examine relative contribution of cognitive, behavioral, physical, and developmental factors
- D. Assess in all areas related to the suspected disability (e.g., health, vision, hearing, social/emotional status, cognitive abilities, academic performance, communication status, motor skills)
- E. Assess specific areas of need (no relying on a single ability score)

#### II. Administering Assessments

- A. Select and administer assessments so as NOT to discriminate racially or culturally
- B. Administer in the student's native language of mode of communication (e.g., Braille, sign language)
- C. Trained personnel conform to test producer's instructions
- D. Other data is gathered, including information from the parents, current classroom-based assessments and observations, observations of the teacher, information from related services providers (e.g., speech, language and hearing specialist)
- E. Identify what other data is needed to determine:
  - 1. whether the student has a disability
  - 2. the student's present levels of performance and educational needs
  - 3. whether the student needs special education and related services
  - 4. whether any additions or modifications to special education and related services are needed so the student can participate in the general curriculum and meet Individual Education Program (IEP) goals

#### III. Timing of the Assessment

- A. Nondiscriminatory evaluation must occur before an initial placement into or out of special education
- B. Reevaluation occurs ever three years or more frequently, if conditions warrant or if requested by the student's parent(s) or teacher

#### IV. Parental Notification and Consent

- A. Parent(s) must be fully informed and provide written consent before each evaluation and reevaluation
- B. Parents must receive a full explanation of all due process rights, a description of what the school proposes (or refuses) to do, each evaluation procedure that is



C. Parent consent for evaluation is NOT consent for placement into or out of a special education program; separate consent is required for placement

V. Interpretation of Assessment Results

A. Interpretations must consider a wide variety of sources, including tests, teacher recommendations, social or cultural background, adaptive behavior (life skills such as self-care, home living, communication and social skills), and physical conditions

Under the 1997 amendments to IDEA, the evaluation team must consist of the following members:

- The student's parents
- At least one general education teacher of the student, if the student is or may be participating in the general education environment
- At least one special educator
- A representation of the school district who is a) qualified to provide or supervise specially designed instruction to meet the unique needs of students with disabilities, b) knowledgeable about general curriculum, and c) knowledgeable about the availability of local education resources (e.g., school administrator, special education administrator)
- An individual who can interpret the instructional implications of evaluation results (who may already be a member of the team)
- Others who have knowledge or special expertise (including related services personnel)
- The student (whenever possible and deemed appropriate)

The evaluation team determines which assessment instruments are appropriate to use, given the reason for a student's referral. There are thousands of tests that may be administered. Classroom teachers most likely will be involved in completing checklists (e.g., behavioral checklists) and sharing the results of standardized achievement tests which are routinely given in a school as well as curriculum-based assessments such as a portfolio assessment which assembles a student's homework, in-class tests, and other tangible evidence of a student's strengths and needs.

Once the assessment data has been gathered, it is compiled and a written report describing the tests and the results is composed. The team meets to consider the results, direct observations of the student, anecdotal records, and any other information the family or team members deem important and respond to its first purpose of nondiscriminatory evaluation. Specifically, it decides if the student qualifies as having a disability, based upon the qualification criteria for 12 disability categories set out by the federal government and the State of California. If the team does not find the student eligible, the parents receive the required notice of ineligibility and the student remains in general education without special education services. If the team finds the student eligible, then it proceeds to its second responsibility of determining the nature of the specially designed instruction and related services that the student needs. This step of the decision-making process links the nondiscriminatory evaluation process to the school's duty to provide and appropriate education and access to the general curriculum, which is where we will go next in the exploration of IDEA in action.

### **Appropriate Education**

For students between the ages of three and twenty-one, IDEA authorizes federally funded programs, with each student in this age group receiving an Individualized Educational Program (IEP). At age fourteen, students also are entitled to an Individualized Transition Plan (ITP) which is added as a component to the IEP to prepare for transition from school to post-school life in post-secondary education, vocational training, employment, continuing and adult education, adult services, independent living, and/or community participation.

When a student becomes eligible for special education, the evaluation team becomes the student's IEP team. As a classroom teacher, you most certainly will be a member of many IEP teams. As a member, you

will be responsible for helping to develop and carry out a written IEP plan, which must be reviewed with the parents (and the student, when appropriate) at least annually.

Whenever an IEP is developed or revised, it must include several requisite components. Specifically, the IEP must state in writing:

- I. The student's present level of educational performance, including how the disability affects involvement and progress in the general curriculum
- II. Measurable annual goals, including "benchmarks" or short-term objectives, related to meeting needs resulting from the disability to enable the student to progress in the general curriculum and meeting other disability-related needs
- III. The special education and related services and supplementary aids and services that will be provided and the modifications and supports for school personnel that will be provided so that the student
  - can advance appropriately toward attaining annual goals
  - be involved and progress in the general curriculum
  - participate in extracurricular and nonacademic activities
  - be educated with other peers in general education
- IV. The extent to which the student will participate with students who do not have disabilities in general education and extracurricular activities of the general curriculum
- V. Any individual modifications in the administration of state or district-wide assessments of student achievement, so that the student can participate in those assessments; and, if the IEP determines the student will not participate in a particular state or district-wide assessment or any part of an assessment, why that assessment is not appropriate and exactly how the student will be assessed
- VI. The projected date for beginning the services and program modifications and the anticipated frequency, location, and duration of each
- VII. Transition plans, that begins at age fourteen, becoming more specific each year
- VIII. How the student's progress toward annual goals will be measured and how the student's parents will be informed (at least as often as parents of students who do not have disabilities are informed) of the student's progress toward annual goals and the extent to which the progress is sufficient to enable the student to achieve goals by the school year's end

As a classroom teacher who is a member of an IEP team, you also will be expected to contribute and consider information regarding a) the student's strengths, b) parents' concerns, c) results of all evaluations, and d) special factors such as language needs of limited English proficient students, positive behavior intervention needs for students whose behavior impede their own or others' learning, and the need for assistive technology devices and services.

The IEP meeting can be a very intimidating event, particularly for a parent and child for whom this is a first time experience. Thus, there may be times, when family members do not want to participate in IEP meetings. If this is the case, the team is still obliged to meet to develop an IEP, because special education may not serve a student who does not have an IEP. IDEA does not require parents to consent to the content of the IEP, but it is important to know that the parents have the right to challenge the IEP in a due process hearing. Such non-collaboration relationships should be avoided if at all possible. It is of no benefit to the students for the school and family to be at odds. The video, which you will view, next is a very good example of how the IEP process can be facilitated so that quality plans are crafted and productive home-school-student relationships are forged. Notice that the student is actively involved in his program; this is a "best practice" you should encourage and support. Wisdom is found in the thought and words of our youth, particularly when it concerns their lives!

Note: The above lecturette summarizes information presented in Chapter 2 of Turnbull, Turnbull, Shank, and Leal's second edition of the Merrill/Prentice Hall text, Exceptional lives: Special education in today's schools

## **Application Activities**

### **In-Class Video Viewing and Analysis**

After reading and summarizing key points of the above lecturette on the teacher's role in special education, view the video Segment # 2 "Working Together: The IEP" from The Inclusion Series (1998) Weland Prods/KCET and Allyn & Bacon. As you view the video, jot down notes regarding what is presented as (and what you perceive as) "best practices" or "great tips" in IEP development and implementation.

After viewing the segment, take your notes from the lecturette and the video viewing and create your own "Best Practices in the IEP Process Checklist." It is beneficial to do this in collaborative teams in and/or out of class. You will use this checklist later in an actual IEP meeting.

### **School-Based Activities**

Can you provide complete and accurate responses to the following four questions? If so, you should have your special education credential! If not, interview your school's special education support personnel or get the information you need to answer the questions from reference materials, web sites, and so forth.

Question #1: Who are all of the special education and related services personnel who I can call upon for support in this school and in the school district?

Action: Make a list of the roles, names, responsibilities, and ways in which to contact these resources. Keep this list in your top desk drawer or in you day planner.

Question #2: What does our school staff ensure that the responsibilities of the assessment team outlined in the lecturette occurs?

Action: Make a copy of the outline from the lecturette that articulates the responsibilities of the evaluation team to ensure nondiscriminatory evaluation. Using this outline as a guide for questioning, interview one of your special education support personnel. Ask how the assessment process in your school ensures that each of the responsibilities of a student's evaluation team is fulfilled. Take notes and then write a one to two-paged summary of what you learned about your school's assessment processes, including suggestions for improvement, if appropriate

Question #3: What does my School's IEP look like and does it include all of the components identified as required in the lecturette above?

Action: Have your special education support persons give you the latest IEP form, if you have no students eligible for special education in your classroom (could that possibly happen?). If you have one or more students with an IEP in your classroom (a sure bet), get one of the IEPs, preferably one of the more complex IEPs. In either case, once you have an IEP in hand, locate all of the component parts required of an IEP.

Question #4: What does an IEP meeting feel like? How well are "best practices" for IEP team meetings being practiced in my school?

Action: Attend an IEP meeting of a student who is not in your classroom. Your role is that of non-participant observer. While observing use your own "Best Practices in the IEP Process Checklist," which you created following the viewing of the IEP video, to assess the presence or absence of best practices being practiced during the meeting. Write a one to two-paged reflection that focuses upon ways in which

to optimize IEP team communication, creative problem solving, and family centeredness. (If you cannot find an IEP meeting of a colleague to attend, try completing the checklist after one of your own meetings. This will be more difficult, as it is nearly impossible to be a member and a simultaneous objective observer of a team. But, the exercise may be just as, if not more, enlightening if it is really YOUR student, classroom, and professional life!

### **Extension Activities**

Expand your knowledge of special education and your role in the special education referral and implementation process by visiting the following comprehensive web sites.

[www.dssc.org/frc/frcl.htm](http://www.dssc.org/frc/frcl.htm)

This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information.

[www.ed.gov/offices/OSERS/IDEA](http://www.ed.gov/offices/OSERS/IDEA)

This OSERS IDEA Home Page site provides a detailed explanation of IDEA.

[www.pitsco.com/pitsco/specialed.html](http://www.pitsco.com/pitsco/specialed.html)

This Pitsco's Launch site to special education resources links you to many useful special education and disability related sites.

[www.hood.edu/seri/serihome.htm](http://www.hood.edu/seri/serihome.htm)

This Special Education Resources on the Internet site is a collection of internet-accessible information resources of interest to those involved in fields related to special education

## **Lesson Demonstration**

EDMS 511/512

Learner Outcomes: Develop as an instructor by preparing and organizing a lesson around a lesson you taught during your student teaching placement.

Assessment: Teaching activity including depth, analysis, and organization.

**Preparation-** Carefully select a lesson. Plan how to teach to your peers.

### **Process**

You are required to sign up to teach one lesson for one class session. You will also discuss an analysis of your teaching with your peers. The whole activity should be no more than 20 minutes. The activity should engage the class and allow us to examine the materials in a meaningful way. Select a lesson that you'd like to have feedback on. You must provide a context and history to your lesson (ie. Where was your placement, what were the students like, why did you teach this lesson). Provide a lesson plan to the class. In addition, you must write and present a reflective analysis of your teaching. Respond to the following:

- Did you teach the lesson as planned? If not, what changes did you make to the lesson and why?
- How appropriate were your time allocations for the students, the content, and the planned instructional strategies and student activities?
- To what extent did the class/group as a whole achieve the academic learning goals of the lesson?
- How well did the lesson connect with the students' background and developmental information?
- In what ways did the environment in the classroom, including climate, rapport, routines, and procedures, contribute to student learning?
- In what ways was your lesson effective and what might you do differently to improve the lesson?

A lesson plan and 1-2 page reflection will be turned into the instructor.